The following two projects were submitted as "early entries" in the OCTM project "Sharing Successful Techniques for Handicapped Students in Mathematics." The contest was funded by the Ohio Education Deans' Task Force for Personnel Preparation for the Handicapped. The descriptions below are edited versions of the papers submitted by the named authors.

IMPROVE MATHEMATICAL SKILLS AND ATTITUDES BY USING STOCK MARKET ACTIVITIES

Nancy Reynolds
Barnesville Middle School
Barnesville, Ohio

During the last two grading periods of the 1982-83 school year, a stock market project was used with a group of low-ability eighth grade mathematics students who were handicapped both in academic ability and in social awareness.

The project began with each student bringing in daily stock reports and choosing fifteen to twenty different companies to watch on the New York Stock Exchange. After studying the ups and downs of stocks and developing skills in reading the report, as well as in determining the monetary equivalence of fractional gains and losses, the class was ready to do some serious investing.

Each student was issued an imaginary $1,000 and was told that the first fifteen minutes of class each day could be spent buying or selling stocks. Whenever a stock was purchased, the student was issued a stock certificate and receipt so that he could keep a record of his own worth. Purchases could be made only in quantities of ten, since this aids in multiplication. An individual sheet was kept of each student's investments with a running account of cash on hand and stocks that had been purchased.

I'm certain that the fifteen minutes spent in serious trading was as lively as it is on the floor of the New York Exchange at times. The students became so involved that it was difficult to close the market each day and proceed to another area of mathematics. They would come into class talking about what had happened to their stocks the day before and asking one another about

whether they should buy, sell, or stay cool. Their enthusiasm was overwhelming! Of course, they also became curious about the companies and wanted to know what they produced, what was happening in the world that was affecting that particular company, and mathematics skills needed to improve their ability of determining advantages and disadvantages of certain stocks. As a class, we did a lot of searching, and they became more aware of the world around them.

At the end of the year, the students sold all stocks back and figured out their gains and losses. It was fantastic! They celebrated their victories, and those who suffered a loss were eager to try again.

The best testimony of all came a month ago when one of the students who is now a freshman saw me at our building and asked, "Miss Reynolds, are you going to do the stock market again? I still check on my companies at least once a week, and they're still doing good!" When a student who nearly failed remembers something that was done to increase awareness in mathematical skills, I feel that it was truly a worthwhile project!!!

Why did it work? I believe that by giving them the opportunity to study something that a teacher would normally use for a high achieving class served as an inspiration and challenge to this group of low achievers. The improvement in mathematical skills and in the confidence of these people was definitely worth the time and energy put into the project. It was evident that this type of activity can be effective with low achieving students as well as with high achieving students.

TECHNIQUES FOR TEACHING DEVELOPMENTALLY HANDICAPPED STUDENTS

Kathryn Howells
Munroe Falls, Ohio

Teaching mathematics to developmentally handicapped students at the primary level can be challenging to a teacher's creativity